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ABSTRACT

Ways that colleges can supplement a liberal arts program with courses, internships, and advice to bridge the gap between education and work are addressed in an essay and descriptions of college programs. David R. Hiley discusses dilemmas faced by students and the need for faculty to consider career advising as part of their responsibility in the essay, "Balancing Liberal Learning and Career Development." The following activities and programs of colleges are also described: the practical liberal arts at Bradford College, courses designed with the assistance of business executives at the University of Maryland, assessing career possibilities through internships at Kalamazoo College, placement office services for the liberal arts major at Indiana University, and networking with alumni at Skidmore College. Additional programs and focal areas include: department career advisers at Carleton College, business ethics at Furman University, department-written career advice at Gustavus Adolphus College, techniques for applying history at Harvard University's John F. Kennedy School of Government, and introducing faculty to the business world at Saint Olaf College. (SW)

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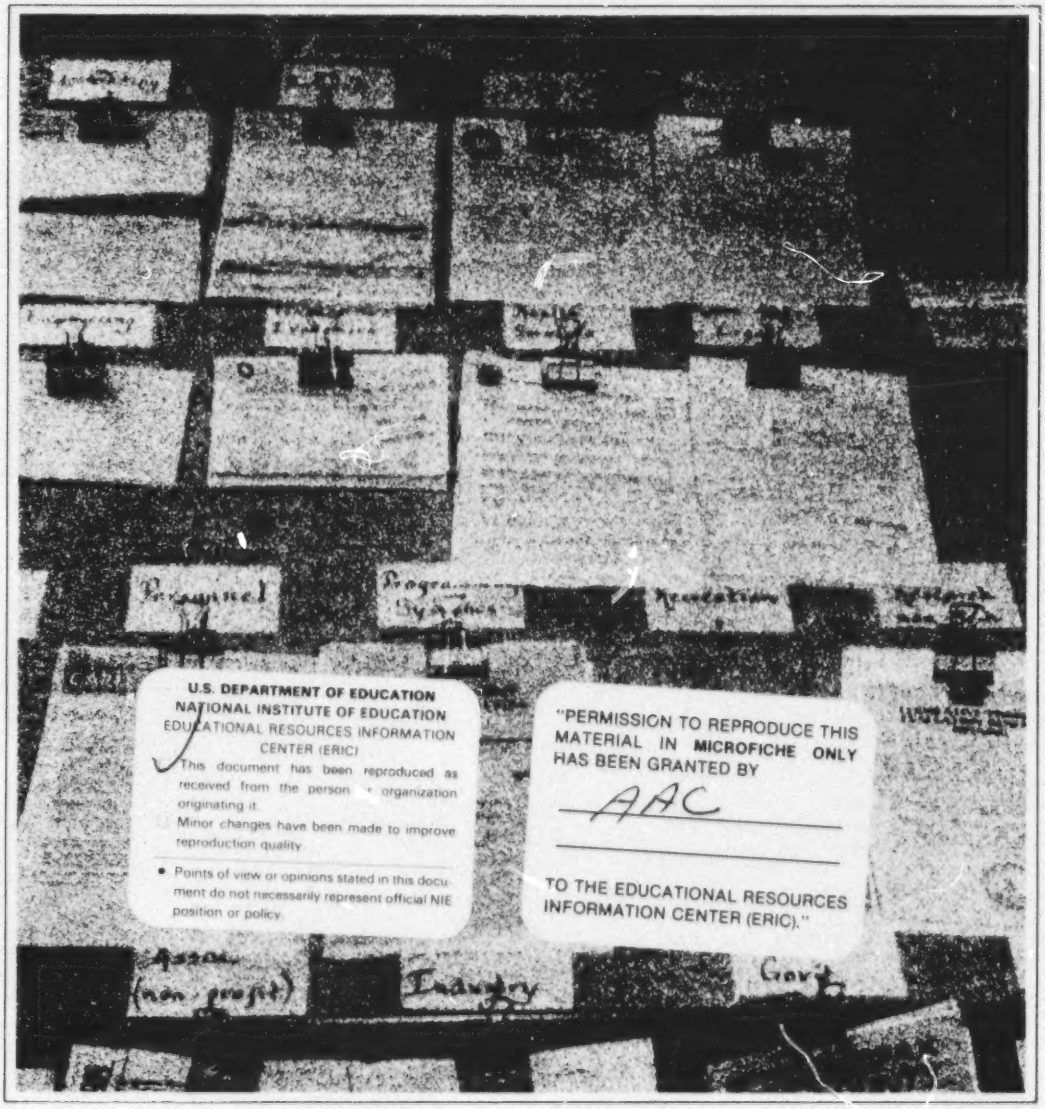
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Balancing Liberal Learning and Career Development
by David R. Hiley.....2

Bradford College
The Practical Liberal Arts.....4

University of Maryland
Giving Business Executives a Say in the Curriculum.....5

Kalamazoo College
Assessing Career Possibilities Through Internships.....6

Indiana University
Cheerleaders for the Liberal Arts.....7

Skidmore College
Networking With Alumni.....9

Additional Programs.....10

Resources.....15

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Liberal Learning and Careers Update

This issue of *Forum* continues AAC's longstanding commitment to liberal education as sound preparation for careers in many different fields. While the liberal arts major is probably not the student most on-campus recruiters want to see, recent studies confirm that liberal arts majors have the skills and abilities valued by employers. The activities featured in this issue illustrate how faculty and staff can supplement a liberal arts program with courses, internships, and advice designed to help students understand the application of liberal education in the working world.

Balancing Liberal Learning and Career Development

By David R. Hiley
Chairperson, Department of Philosophy
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In *When Dreams and Heroes Died*, Arthur Levine reports a significant change between 1969 and 1979 in student attitudes about college education. When asked to rank what was more important to them about their college education, students in the 1969 Carnegie Commission survey ranked learning to get along with people first, and forming values and goals for their lives second. In 1979, when students were asked the same questions, they ranked getting a detailed grasp of a special field of study first, and obtaining training and skills for an occupation second. The results came as no surprise to those of us on college campuses during the last 12 or 15 years.

In a recent address before the American Council on Education, U.S. Secretary of Education Terrel Bell made a similar observation. He expressed concern "about the trend toward earlier and even earlier entry of college students into job-related specialization," at the expense of a liberal education, including the humanities and arts. This emphasis on job-related education, he said, "might well lead to a decline in literacy, general civility and intellectual competence in higher education that would parallel what we have seen in recent years in high schools."

While many reports indicate that today's students are more career conscious than those of previous decades, in reality they reveal something more. Students are not so much *career* conscious as they are *first-job* conscious. That is, they are not thinking about how their education will contribute to a life of work—a career—rather they are letting the economy dictate their educational choices by taking courses that prepare them for currently available jobs. Because of the delicate balance liberal arts students must strike between their pursuit of a liberal education and their need to prepare for entering the job market, faculty members have an obligation to involve ourselves in meaningful career advising of our students.

When I refer to liberal education, I mean more than a set of traditional disciplines in the humanities, sciences, and arts. I also mean certain traits of character, habits of mind, and abilities which a liberal education is especially good at developing and refining.

Our main function as teachers in the liberal arts is not so much to educate our students, but to provide them with the capacities necessary to continue to educate themselves. At a minimum a liberal education should equip a

student to formulate an idea and communicate it clearly and cogently; identify a problem and contribute to its solution; research an issue and analyze it; organize and manage time and resources; work independently as well as work with others; have perspective on one's own culture and understanding of others' culture; and act from an ethical point of view. Winter and McClelland's book, *A New Case for the Liberal Arts*, is the best recent outcome study supporting the claim that liberal education does provide these skills.

The skills associated with liberal learning nearly mirror the abilities employers value in their employees. For a 1982 Association of American Colleges study, Russell Warren asked 113 corporate executives—mostly chief executive officers—of companies with more than 1,000 employees to rate various skills and abilities in terms of their importance to success as college graduates progress to middle and top management.

Out of 32 items, the following were ranked as very important, the highest ranking by more than 50 percent of the respondents:

- interpersonal skills (ability to get along with others to facilitate accomplishments);
- reasoning ability;
- verbal communication skills (one-on-one and with groups of less than 20);
- willingness to assume responsibility;
- ability to identify and formulate problems;
- willingness to listen to opinions of others;
- ability to adapt to change; and
- a developed sense of ethics and morality even at the occasional expense of immediate personal gain and immediate business objective.

These results illustrate that career preparation does not have to mean vocational training. By involving ourselves in the career preparation and advising of our students, we can help prepare them for a life of work, not for a specific job. I am not suggesting that we depart from our traditional mission or from the purposes of liberal learning. Rather, I would like to see the term "vocational" returned to its older meaning where a vocation was a "calling" for a life of purpose. Further, I am not suggesting that we replace career counselors. Rather, I want to urge that we and career services personnel can begin to work together in ways that will help students who are obviously concerned about getting the first job to think about the relation between education and purposeful lives.

THREE DILEMMAS

Our students are caught in a series of dilemmas. I call these the major dilemma, the mixed messages dilemma, and the market forces dilemma.

First our students are caught between the conflicting ways teachers and employers think about their educations. We identify our students in terms of majors yet more than three-fourths of their education is in courses outside their major area of study. When we think about the connection between our students' education and their careers, we usually think in terms of a direct link between their major and occupations requiring that major, forgetting that a philosophy student, for example, may have had course work or developed abilities valuable for a career in banking.

Further, and this is the most ironic of all, students are taught to write resumes by career counselors in terms of skills rather than specific course work, and potential employers write job descriptions in terms of the abilities required for the job. Yet on most campuses, placement officers and on-campus recruiters screen applicants for interviews in terms of their major areas of study.

The Mixed Messages Dilemma is this: Liberal education fosters a period of study and reflection in which we encourage our students to value education for its own sake and to set aside purely prudential concerns. At the same time, if they are going to succeed in a highly competitive job market, they must begin early in their education to think about careers. The single most common analysis of the difficulty students have getting their first job is that they wait too long to plan a job search. The paradox is that they must be both reflective and aggressive, both circumspect and short-sighted, both selflessly pursuing an education and selfishly seeking their first job.

Finally, our students are subjected to mixed signals from the job market. Accounting, engineering, and computer science are currently the most marketable degrees. The fact is that students with a liberal education have the most difficult time getting their first jobs and have the lowest entry-level salaries.

Given a decade of economic malaise, students have become more job conscious than at any time in recent history, and, as a result, they are allowing the current job market to dictate their educational choices. Yet recent research and advice urge them to concentrate on a general education that will prepare them for jobs that do not now exist and to think in terms of a 40 year work life rather than of just their first jobs.

In a 1980 address to Dartmouth College alumni, former Dartmouth President John Kemeny observed that "Neither you nor I know what the big issues will be when today's students will be at the height of their careers.... We have to give them a breadth of education that will prepare them, not for the problems we know today, but for the problems that we *don't* know today."

Along side all the enthusiasm for high technology and the swelling enrollments in computer science, significant research cautions against increasingly technical education. In *Megatrends*, John Naisbett examines the technological and social trends that will shape the next several decades. He concludes that we will be moving away from the specialist who is soon obsolete to the generalist who can adapt.

A variety of studies tracking people through their work lives have demonstrated that specific training becomes increasingly less important in a person's career. In her 1980 report *College and Other Stepping Stones*, Ann Stouffer Bisconti tracked undergraduate business majors and found that they relied less on their business education and more on their general education as their careers

progressed. Ten years after graduation, for example, she found that only eight percent listed specific knowledge as the most important aspect of their college education. Students are caught between the demands of short-term survival in an increasingly competitive job-entry market, and the requirements for jobs they will hold 20 or 30 years from now.

We as teachers have a greater responsibility for providing meaningful advising than ever before. Because students need to concern themselves with acquiring job-entry skills without becoming short-sighted, we have a responsibility to help them balance liberal learning with job-specific education. We have the earliest contact and the best opportunity, and we can exercise the greatest influence on students than anyone else on campus.

Unfortunately, the purpose of faculty advising is subject to dispute and the quality of advising is notoriously poor. Too often we think of advising as academic advising, and we treat academic advising as an administrative chore concerned with class schedules and requirements. It is the rare faculty member who provides really meaningful career advice to students.

There are a number of reasons for this in addition to the fact that career advising has not traditionally been seen as part of our advising function.

- Both students and teachers think that liberal education and career preparation are in opposition because we confuse careers with jobs and career preparation with vocational training.
- Often we develop a certain hostility to nonacademic occupations, and do not even consider the possibility of rewarding careers outside of universities and the professions. More times than not this is because we have limited experience of the business world and little knowledge of the options available to liberal arts students.
- Our own job search experience has not prepared us to help students who want careers in business. The academic vita is not at all like the employment resume. We have never had to research a company in preparation for a job interview. We probably did not have to decide between a variety of career paths after we completed our degrees.
- There is practically no incentive on most campuses either through release time, in-service training, credit toward salary increases, promotion, or tenure for student advising, much less for career advising.
- There is often very little communication between career services personnel and liberal arts faculty. Faculty often have misconceptions about career counseling and do not really know what services career offices have available for students. Career services personnel often do not have a clear idea about particular areas of study and the skills and abilities they provide.

While these barriers explain why we have not usually thought of career advising as a part of our responsibility, it should be clear that we must break them down if we are going to deal effectively with the kinds of dilemmas our students find themselves in. Faculty must take it as our responsibility, and students must demand it of us.

David R. Hiley is the author of the 1983 AAC monograph, *Faculty Roles in Career Advising of Liberal Arts Students.*

Bradford College

The Practical Liberal Arts

When Arthur Levine interviewed for the presidency of Bradford College in spring 1982, he presented his reviewers with a plan for relating the liberal arts curriculum to life after college. "I was looking for the right college to try this program," says Levine. "I told them that I'm the wrong person if you don't think this is the way Bradford ought to be going." In fall 1983 President Levine welcomed Bradford's 412 students back to campus and inaugurated the Bradford Plan. Two-thirds of the freshman class are pursuing the new curriculum which will be required in fall 1984.

Subtitled A Practical Liberal Arts Education, the Bradford Plan features general education courses related to organizational structures and the nature of work, internships supplemented with courses on the work environment, and interdisciplinary majors coupled with practical minors. Levine uses the term "practical liberal arts" to reemphasize that liberal arts education has always been considered useful preparation for careers and to reaffirm the college's commitment to liberal education over parochial education.

"What we did was take traditional liberal arts ideals and goals and update them so that they remain practical," says Levine. "Students in the Middle Ages studied rhetoric and Latin because it got them jobs. The same was true in the early American colleges when students studied plants and catechism and Syriac and Greek. You are denying the liberal arts heritage if you deny that people go to college to prepare for careers."

Upon arrival at the college Levine presented the Bradford Plan to the faculty and conducted workshops on its various elements. He asked for their serious consideration of his ideas and then withdrew from the discussions. In November 1982 the faculty unanimously approved the plan.

During the next nine months, faculty members developed new courses. Meetings with representatives of both professional and blue collar industries confirmed that the program was attractive to employers. The college has received a grant from the U.S. Department of Education Fund for the Improvement of Postsecondary Education to build the internship program and hire consultants to evaluate the initial planning.

THE BRADFORD CURRICULUM

"Each of the plan's elements is reminiscent of something you may have seen at another college," says Levine. "What's unique is the way we have combined them." Much of the Bradford Plan stems from Levine's personal observations of the curriculum of more than 100 colleges during the past several years and his analysis of the liberal arts heritage. The faculty's modifica-

tions have improved the plan and made it applicable to the Bradford situation, says Levine.

The plan's **eight-course general educational program** is rooted in the Carnegie Foundation for the Advancement of Education's 1981 *A Quest for Common Learning* by Levine and Ernest Boyer. "General education is the learning based on those experiences, relationships, and ethical concerns that are shared by all of us," writes Levine in his original proposal. Thus the general education courses focus on ethics, organizations, global perspectives, the nature of work, the language of the arts, science and technology, and a thematic examination of historical periods.

In The Individual and the Organization, for example, students first examine how institutions evolve, facilitate our lives, and make our lives harder, says Levine. The second half of the course looks at one institution in depth, such as the fall 1983 focus on banks. Work and Productivity, planned for implementation in fall 1984, will explore what fiction writers, scientists, and social scientists have said about the roles of people at work and freedom and responsibility, among other topics.

Three professors will demonstrate how music, the theatre, and visual arts are used to communicate in Language of the Arts. The Human Heritage explores history by examining the arts, society, and psychology of different periods.

Students will also be required to complete two **communication skills courses.** These include Expository Writing and The Spirit of Mathematics. The latter course illustrates "the use and abuse of numbers and the limitations of mathematics," according to Levine.

At the end of their first year all students will prepare an essay on their education and career aspirations and participate in **Freshman Inquiry.** They will discuss their essays with three-member panels consisting of their advisers, student affairs personnel, and upperclass students. The entire campus will celebrate this time with film, theatre, guest speakers, and concerts.

Students will earn degrees in creative arts, individual studies, human studies, liberal studies, or administration and management. Each **interdisciplinary major** includes a variety of options. Students will also complete four- or five-course **practical minors.** Current minors include public relations, accounting, medical psychology, and arts management.

Junior and senior projects are another element of the new curriculum. Juniors in each academic division will work together on a research question posed by their instructors. Seniors will complete independent study projects which may include research papers, performances, or portfolios. Students will present their projects during Freshman Inquiry week.

Junior-year internships are the final facet of the Bradford Plan. Although the faculty had not decided whether to require these as this issue of *Forum* went to press, Levine speculates that most students will complete them. In addition to gaining practical work experience, interns will enroll in the general education course Work and Productivity and participate in discussions on their internships and the affect of students and the workplace on each other. Staff have already located more than 350 paid internship opportunities.

To complement the new curriculum, Levine has instituted faculty and community internships. The former will allow faculty members to spend January or summer breaks learning about the business world. Levine will also invite people who have had some notable success outside the academic world to use the resources of the campus and share their projects with the community.

In implementing the Bradford Plan, Levine wanted to prove three things: the liberal arts are practical, liberal arts graduates can get jobs in addition to going on to graduate school or professional school, and small liberal arts colleges can thrive in tough times. "We cannot tell students that this curriculum will get them a job," says Levine. "But we can say that there are elements in our program that we know help a liberal arts student get placed."

Levine reports that the quick implementation of the plan was demanding. Still, faculty members are enthusiastic about the curriculum's potential. "We see the Bradford Plan as a model program," says Levine. "It will work most anywhere." *P.B.*

For more information contact Janice Green, Academic Dean, Bradford College, Bradford, MA 01830. 617/372-7161.

University of Maryland

Giving Business Executives A Say in the Curriculum

Faculty members and administrators at the University of Maryland worked closely with business executives to design ten new courses that make up the certificate program in business for liberal arts students. The fall 1983 freshman class is the first class to participate in the program. "We're really looking towards expanding the intellectual powers of the students--developing their critical, creative, and communicative strengths by giving them new problems to think about," says Shirley Strum Kenny, provost. "Part of our aim is to produce graduates who will enrich the mix in corporate management."

The program began when university administrators showed the business executives, members of the university's Corporate Advisory Group, their ideas for business courses for humanities students. When the executives assailed the proposals, the administrators challenged them to design the courses. "These business leaders believe in the importance of including liberal arts majors in the management mix, but they do not believe that a grounding in elementary business courses is the way to prepare those students," Kenny says. "Humanists who become managers do not need to know how to keep the books, although they do need to understand the principles of accounting," Kenny explains.

In developing the courses the executives' aim was to expose students to the world of business, while safeguarding the basic goals of liberal education. They designed courses that will make the students "more

saleable" for entry level business positions and be a "more knowledgeable person (employee) that the 'normal' business school graduate," according to their course descriptions. Their recommendations also included revamping existing and required courses to meet the needs of the students in the program.

The state board is expected to certify the courses soon, so students completing all ten courses will receive a certificate along with their diploma. By the end of the program the students will have taken 27 credits for the program in addition to their major requirements. Many of the courses will fulfill college wide and major requirements and four or five of the courses will have to be counted as electives.

LEARNING THE CONCEPTS

The executives recommended designing a freshman level Introduction to Business course, which will cover business jargon; structure of businesses – from entrepreneurships to corporations; measures of success, such as returns on assets; and organizations' administration, among other topics. Freshmen also take a speech course and a history of business course that faculty members redesigned for the program. The speech course, required for all students, was revamped to emphasize informative instead of persuasive speech, Kenny says. In 1983 the freshmen were not able to take the introduction to business course due to staff problems.

A Computer Literacy course will introduce sophomores to computer software and programming, problem solving techniques, and the ethics of computer use. Law and Ethics of Business will focus on basic business law issues, such as the ethical responsibilities of a director. Sophomores will also take Practical Economics, which is already offered but is being redesigned to emphasize the theory and history of economics and include numerous case studies.

Juniors will fulfill a college wide writing requirement with a course on business writing, designed for the program. The course differs from other business writing courses by emphasizing how to communicate ideas, as opposed to how to write in a certain form. Juniors will also learn basic business skills and concepts in a full-year course titled Integrated Accounting, Budgeting, and Planning. The two senior capstone courses are Analytical Problem Solving for Business, and Financial and Marketing Analysis, in which students will solve financial and marketing problems.

"It is the integration of different topics that make these courses unique," says Kenny. She credits much of the program's success with the faculty members coordination of courses, as well. For example, the writing and the computer literacy professors discovered that they can give assignments that are closely related and should be done as one assignment. "The concept of integration, joint planning, and connections between courses that are either taught simultaneously or chronologically, will inevitably reshape the program as time goes on," Kenny says. The pedagogical problem facing the faculty members, who are primarily from the business school, is adapting the course material for students with different backgrounds and different goals, Kenny says. But all the instructors have been very interested in the program and working on developing courses that stress concepts instead of skills, she says.

Although there are no entrance requirements for the program, Kenny says the program is intended for "highly motivated liberal arts majors. We do not see this as a program for students who are interested in business but do not want to take statistics." Business students may be allowed to participate in some courses in the future. All the students are excited about the program and have contributed to its planning, Kenny says. The size of the program – 25 students started in fall 1983 and 25 more will begin in spring 1984 – is one of the attractions in such a large university, says Kenny.

Whether to start students in the program as freshmen or sophomores is one of the questions to be answered during the program's experimental stage. "Freshmen have so many other things to get used to," Kenny says. Administrators are also deciding how to involve the members of the Corporate Advisory Group in the classroom and arranging student visits to corporations' headquarters.

The program is off to a good start, Kenny says; "it's quite simply the most exciting and stimulating curricular project I have ever worked on." They have designed the program to be replicable, and Kenny believes other colleges will benefit from following their example. The program prepares students for a variety of careers, while developing their intellect, she says. It makes sense, Kenny adds, to prepare students during college rather than retraining them afterwards.

Her advice to others interested in starting a business program for liberal arts students is to "talk to the business people. We've found the experience of the corporate board absolutely terrific. Both sides were apprehensive at first, but we discovered very soon that we spoke the same language." *T.A.*

For more information, contact Shirley Strum Kenny, Provost, Division of Arts and Humanities, University of Maryland, College Park, MD 20742. 301/454-6790.

Kalamazoo College

Assessing Career Possibilities Through Internships

Kalamazoo College's Career Development Center shows students how to put their liberal arts educations to work through workshops, resource materials, and an internship program for sophomores. Students intern for three months at organizations across the country to discover what jobs they are interested in and qualified for, as well as to develop their knowledge of various fields. The program ties directly into the college's goal of providing "intellectually stimulating undergraduate liberal arts and preprofessional education," says Arthur Caccese, assistant provost and director of the center.

The college's curriculum emphasizes experiential learning. Eighty-five percent of the sophomores complete a Career Development Internship, and approximately the same number of juniors study abroad for two quarters. All students complete a senior research project, which may involve an internship. The Career Center sponsors regular career counseling activities, such as resume writing workshops and recruiting interviews but focuses on helping students integrate their on- and off-campus experiences. "According to Arthur Morgan, former Antioch president, learning is like a pair of shears—where one blade is theory and one is practice...The cutting edge is where two blades come together. That's the perspective we take here." Caccese says.

Preparing students for their Career Development Internship is one of the center's major activities. More than three-quarters of the sophomores choose to attend a series of fall and winter workshops to discuss the procedures for finding, completing, and assessing an internship, and the value of internships to their academic and career goals. One of the aims of the workshops is to help students integrate the knowledge and skills they gain in the classroom and during an internship, says Caccese.

Some of the particularly popular workshops are on self-assessment, journal writing, making the most of your internship, and ethics in business and industry, says Caccese. All the sessions are small and include extensive discussion between the students, faculty members, and guest speakers. The students seem most receptive to information from the internship sponsors, who are in the nonacademic work force, says Caccese.

Deciding on what internship to pursue is similar to looking for a job and an important part of the center's goals is to help students understand the skills that they can offer to organizations as liberal arts students. "Your undergraduate major has little to do with what you do after you graduate (and) there are a group of skills that liberal arts colleges develop that people are after," Caccese says. "Students need to be more forceful in articulating those."

Students who want the internship noted on their transcript are required to keep a daily journal, complete a learning contract, write a paper describing the value of the internship, and participate in follow-up sessions with faculty and other students. The student and the supervisor at his or her job write the contract to ensure that they both have a clear understanding of the student's responsibilities and goals, and to help the supervisor write a final evaluation. Students are required to write in their journals so that they will be more observant and reflect frequently on their experience. They hand in seven journal entries with their final paper.

Caccese's approach to preparing and debriefing students is intentionally different from classroom learning, he says. "Experiential learning is a more active process--we're trying to create that expectation at the very beginning. In the classroom the professor is the responsible one. In experiential learning the student has to take the initiative." One of the benefits of this is that the "the whole process of arranging an internship becomes a lab for understanding the job search process," he says.

Despite a list of more than 800 internship possibilities, the center's staff encourages students to find an internship on their own and approximately 40 percent do so. The center has a contact person in every city with more than 100 alumni, and many students intern at alumni's offices and organizations. Popular internships include working for public relations and affairs groups, lobbyists, associations, computer companies, and consulting firms. Liberal arts students often work for accounting firms in their management information consulting office. They have also been involved in a program to use liberal arts students in factories as line supervisors.

WHAT KEEPS IT RUNNING

Many students and faculty members are attracted to the college because of its emphasis on experiential learning, and "they come expecting to participate in the center," says Caccese. Three years ago Caccese began an effort to increase faculty participation in the program, as part of his goal to bring the program out of student affairs and into academic affairs. After faculty complained of few opportunities to understand the program, Caccese developed faculty workshops that look, for example, at how students' values are changing and the implications for the career development program. Caccese also meets with department heads to share concerns and discuss plans. Faculty and academic officers see that the center compliments their own work and is not encouraging students to only take the "safe" majors, Caccese says.

Caccese credits his Advisory Board for much of the program's success at getting students into good internships and jobs. The group of 22 alumni, recruiters, faculty members and students from major cities across the country meet once a quarter to evaluate the program and establish goals and objectives. The research and evaluation subcommittee prepares a yearly report on the job market, which the center makes into fact sheets for the students. Other subcommittees work on program development, corporate relations, and publicity. The center's staff does additional program evaluation by visiting almost every intern each spring.

To keep the program alive and well, Caccese says that, most importantly, the center must be aligned with the academic affairs of the college and court the interest of everyone in the college community. "We need to articulate the value of career planning in a liberal arts context to faculty, students, and administration, through newsletters and position papers," Caccese says. "Develop a program that is good and then the results will speak for themselves." *T.A.*

For more information, contact Arthur Caccese, Assistant Provost, Career Development Center, Kalamazoo College, Kalamazoo, MI 49007. 616/383-8432.

Indiana University

Cheerleaders for the Liberal Arts

One of the first things students learn about the College of Arts and Sciences Placement Office at Indiana University is that it is not a job search service.

"We want to help students understand how a liberal education provides the potential to be very good productive citizens," says Director Wayne Wallace. "We could hire a clerk to post job openings, but we want to give our students more. By providing information on the job search process, we are giving them the tools that they will use over and over during the next 50 years."

Established in 1976 by college faculty members concerned about their students' employment prospects, the placement office uses a developmental approach to reach the university's liberal arts students, who comprise more than 40 percent of the student body. "We try to help young people make the transition from dependent children to independent adults and from fulltime students to fulltime employees," says Wallace. To accomplish this the placement office provides counseling, a one-credit course on employment strategies for liberal arts students, and workshops on such job search skills as resume writing and interviewing.

One of Wallace's yearly challenges is helping seniors majoring in the liberal arts understand why their friends in marketing or computer science are seeing all the campus recruiters. "If you add up all the employers that go to college campuses across the United States, you will discover that only two percent of the employer marketplace shows up on a college campus anywhere," Wallace tells students. "These recruiters represent big business and industry which have large technical and business demands. Only one-third of the student pool is of interest to them. The majority of the student body must learn how to approach the 98 percent of the labor market that does not recruit on campus. That's our job."

Wallace has discovered that it is not only students who misunderstand the placement office's mission. Some faculty members' thought the office's establishment signaled a move to vocationalism at the college, a charge that was quickly disproved. Others, including parents and alumni, expect the office "to solve every 20-year-old's employment problem." Wallace explains that no one can control the economy or students' talents but that the office can help ease the guilt and confusion liberal arts majors sometimes feel about their academic choices.

To help faculty members understand the employment process Wallace and his colleagues work formally and informally with each department's academic advisers. Admitting that interest in career counseling varies from adviser to adviser, Wallace also acknowledges that these faculty members are very important to students. He sends them information on news and hiring trends of interest to liberal arts majors and researches any specific requests they may have. His office also helps set up departmental career nights and career information centers.

"Our faculty seems relieved that there is an office to deal with difficult questions about careers," says Wallace. "They do what they do well and we do what we do well."

FOCUS ON LIBERAL ARTS

Wallace tailors the placement office services to the liberal arts major. Like most of the other Big Ten universities, Indiana University has separate placement offices for each school. Students can browse through a large library of books, periodicals and directories of specific interest to liberal arts majors. The staff has also prepared handouts on topics ranging from resume writing and career opportunities for liberal arts graduates to dual career marriages and graduate school decisions.

The office maintains a strict open-door policy. Any time the office is open students can see Wallace, one of the three professional counselors, or one of the four student counselors. By training students to handle routine inquiries and providing handouts on more complicated questions, the professional counselors can avoid repeating readily available information and concentrate on each student's personal circumstances. During the 1982-83 academic year the staff worked with almost 13,000 students.

The counselors and two graduate student counselors also conduct job search workshops and seminars on liberal learning and careers. The workshops cover resume writing, interviewing skills, and job search strategies. Seminar topics include defining liberal education, translating liberal education skills into employment skills, and the career patterns of past graduates. Wallace estimates that the staff is offering some type of workshop almost every day of the school year.

A popular service of the office is the one-credit Employment Strategies for the Arts and Sciences Student. During the 1983-84 academic year counselors will teach almost 25 students in each of the 17 sections of the eight-week course. Wallace and his staff have designed the course so that each twice-weekly session has a specific discussion topic, handout, and assignment. Students identify job skills, research potential careers and employers, prepare resumes and letters of application, and participate in videotaped practice interviews.

"The course is hard work for both students and instructors," says Wallace. "There are a lot of out-of-class, one-on-one contacts. Every liberal arts student has different experiences, interests, skills, and talents. We have to be flexible and take the time to address each person's needs."

Such personal attention to each student can be exhausting, admits Wallace. Without support from the office's faculty advisory committee and the dean of the college (to whom he directly reports), he would not have been able to successfully respond to the students' needs. "If a college is serious about helping liberal arts students, then it must put its money where its mission statement is," says Wallace. "I have seen too many counselors at small liberal arts colleges who are understaffed, underfunded, and grossly overworked. You cannot provide an effective service if you have constant staff turnover."

"As advocates for the worth of liberal learning, our message goes out to present and future students, parents, faculty, advisers, employers, and alumni. We believe in liberal learning – we show and tell people why and try to develop a positive and informed attitude among our constituency." *P.B.*

For more information, contact Wayne Wallace, Director, Placement Office, College of Arts and Sciences, 326 North Jordan, Indiana University, Bloomington, IN 47405. 812/335-0576.

Skidmore College

Networking With Alumni

Outreach to alumni is a top priority at Skidmore College's Office of Career Planning and Field Experience, according to Director Barbara Hubert. "Given the facts of our location and our status as a liberal arts college, I recognize that I am never going to operate a large recruiting program," says Hubert. "Instead, we make an effort to go to various organizations, open up the lines of communication, and gather information about jobs and career paths."

By visiting alumni members and students' parents, Hubert and her assistant are able to collect up-to-date materials on specific careers. These initial contacts also serve as entrees for students interested in researching job opportunities or submitting resumes to particular organizations.

Helping students find people to talk to about their career interests is part of Hubert's philosophy. Her goal is to give students the skills they will need to conduct job searches throughout their lifetimes rather than to place them in their first jobs. Office services include individual counseling; workshops on resume writing, interviewing, and self-assessment; and alumni panels on women in business and specific careers.

Another goal is to correct students and faculty members' perception of career planning as an activity appropriate only for persons seeking business careers. In program materials and through discussions with department chairpersons, Hubert emphasizes that the office serves all career directions. This perspective is reflected in alumni networking trips to nonprofit and small and medium organizations in addition to large corporations.

During the networking trips staff members talk with alumni at different stages in their careers. Topics include the interviewee's career history, insights on relating undergraduate education to job assignments, and advice for students interested in pursuing similar careers, as well as specific information about their employers. Hubert's assistant tapes each interview and edits the transcript for publication in a monthly newsletter distributed to juniors and seniors.

Hubert has also collected alumni's insights in a five-part videotape series called "Is There Life After College?" Originally an hour-long videotape, the series has been edited into five sections to allow for discussion time during workshops. In the series 13 Skidmore graduates, representing classes from 1954 to 1981, talk about the application of liberal arts courses to their careers, their views on taking a year off after college, and the personal sacrifices they have made for their careers, among other topics. Graduates include a freelance textile artist, vice president of the Morgan Guaranty Trust Company, and budget administrator for the National Broadcasting Corporation.

Hubert admits that the tapes have certain biases. Because of costs, the videotapes were filmed at the college's nursing facilities in New York City. Thus the alumni view Manhattan as the only place to work and are "very well motivated, successful career types," according to Hubert. She also disagrees with some of their comments but finds them effective discussion tools. One graduate, for example, reports that there is no longer sexual discrimination or harassment on Wall Street.

The videotapes were produced as part of the college's Career Anticipation Program (CAP). Funded by Mobil Oil Corporation and Morgan Guaranty Trust in 1980, CAP also included preparation of an eight-session, noncredit course on personal development. Sessions focused on inventorying personal skills, researching careers, and preparing resumes. Realizing that students were unable to make the necessary time commitment to the course, Hubert has tried various scheduling arrangements. One frustration has been the low turnout for workshops on self-assessment, a skill that students do not recognize as being as crucial as resume writing, says Hubert. But, she credits CAP publicity with increasing student awareness of the need to begin career planning before their senior year.

CATCH 22 DILEMMA

In addition to encouraging self-assessment, Hubert advocates that all students complete internships. "Employers will not hire you unless you have experience," says Hubert. "That's the Catch 22. Internships give you experience and help you make informed career choices."

Hubert invites alumni to organize internships at their place of employment for Skidmore's required January term. In 1983, 34 students completed internships in such fields as law, banking, human services, and arts administration. Interns receive one unit of credit and usually complete a paper or project as part of their assignments.

Students can also take advantage of the college's field experience program. Offered by the departments of American studies, business, education, English, government, psychology, and theatre, field experience assignments are 15 to 40 hours a week internships, which carry one to two units of credit. Assignments also include term papers or projects and written evaluations of the experience, and are supervised by a faculty sponsor. During the fall 1983 semester Hubert has met with other department chairpersons to encourage their participation in the field experience program.

Skidmore also participates in the College Venture Program, a ten-college consortium headquartered at Brown University. Students interested in taking a leave of absence can locate temporary, paid employment through this service. Hubert would like to see more students choose this option. She views Venture as an excellent opportunity to develop skills and confirm career decisions.

Hubert encourages career development officers to devote much of their time and energy to organizing internships for liberal arts students and developing alumni contact and referral systems. She reports that both

students and alumni enjoy meeting each other and discussing career goals. In addition to increasing the career counselors' understanding of a variety of careers and organizations, the alumni network promotes better relations with graduates who are interested in keeping in touch with their alma mater, says Hubert. *P.B.*

For more information, contact Barbara Hubert, Director, Office of Career Planning and Field Experience Programs, Skidmore College, Saratoga Springs, NY 12866-0851. 518/584-5000.

ADDITIONAL PROGRAMS

Carleton College

Department Career Advisers

A low-key but carefully designed program at Carleton College has created increased involvement by alumni, as well as faculty, in student career counseling. With the assistance of a three-year grant from the Northwest Area Foundation, the program provided a faculty career adviser in each of 18 departments, and developed a career alumni network. According to Mylla K. Urban, associate dean of the college, the program has resulted in increased realization by the faculty of students' needs for career information, and a better understanding by faculty and students of the role of the campus Career Center within the educational program of the college.

The program linked three vital sources of career information: faculty, alumni, and the Career Center. Each faculty career adviser was given the opportunity to design his or her training, based on individual and departmental needs. Typically, faculty career advisers gathered information first-hand, by visiting individuals and organizations in the business world, both locally and out of state. Here they asked questions concerning attitudes about hiring liberal arts graduates, and questions about preparation and training that students would need for employment. As a result, the advisers developed more precise perceptions of the business world, and acquired concrete information to pass on to other faculty and to students.

The department career advisers tapped alumni as resources, both as individuals to visit and as contacts for identifying other individuals. Some advisers invited alumni to visit the campus for discussions with faculty, or to provide career development seminars. In some cases, they surveyed alumni by mail, to acquire data about careers, job opportunities, and job requirements.

The Career Center has been in operation for several years and is administratively linked to the dean's office. The center has a career library, and offers workshops on career planning and placement assistance. Staff members used program funds to purchase a computer terminal and printer, in order to link the center electronically with the campus alumni office. The center is thus able to provide faculty with quick access to information on alumni, including information by career field and geographic area.

One of the most successful outcomes, says Urban, has been the heightened faculty awareness that students need career information, particularly as increasingly fewer students, in all colleges, go on to graduate school. "There needs to be an understanding of this phenomena among faculty to prevent disillusionment," she says.

A second outcome has been increased visibility and understanding of the Career Center as part of the educational program of the college. Increasingly, faculty now route students to the center, which assists students in assessing their goals and expectations, as well as providing information and guidance. Traditionally, mostly juniors and seniors have used the center, often at a "panic point." With earlier use, students can plan their academic work to match their goals. Under the program, a career exploration program has been created for sophomores, permitting them to spend several days observing an alumni at a job site.

Because of the program, alumni now have more personal ties with the faculty and with the college. Some departments have established newsletters for alumni. Urban believes that these important ties will continue.

Urban points out that the program has been deliberately low-key, and has taken a "grassroots approach," with the intention of creating more lasting effects over time. The 18 designated advisers are not considered career experts, but regular faculty advisers who are especially attuned to student needs for career information.

Recognizing that faculty changes occur and interests evolve, Urban acknowledges that the program, now in its third and final year of external funding, will probably operate at a less intense level in the future. However, a genuine awareness of the importance of career information and the need to talk with students has been created. The important endeavors ahead, she says, will be extending this awareness so that it permeates the faculty of each department, strengthening the ties with the alumni, and increasing the responsibilities of the Career Center. Planned responsibilities include keeping the faculty informed about career issues, and organizing seminars on campus so that faculty can continue to interact with the business community. *T.L.*

For more information, contact Mylla K. Urban, Associate Dean of the College, Carleton College, Northfield, MN 55057. 507/663-4300.

Furman University

Beginning With Business Ethics

When the number of business and economics majors grew to 25 percent of the student body, Furman College administrators and faculty members decided that as a liberal arts college they had the responsibility to introduce these students to business ethics before they became immersed in the specific skills courses of their majors. In fall 1982 they began the Career and Values Seminar with AAC Project QUILL funds. The year-long course adheres to the university's mission to prepare young people "for living and for livelihood," says Judith Gatlin, director of educational services.

An interdisciplinary faculty group developed the weekly seminar and professors from the English, philosophy, and business departments team-teach the course. The students, all *B* or better sophomores interested in corporate careers, examine the ethical and moral issues confronting business and industry from a liberal arts perspective.

The students work on case studies, such as finding ways corporations can handle environmental problems while meeting the needs of their stockholders and local communities. A speech teacher assists with students' oral presentations, and both students and faculty members report that the undergraduates' speaking skills improve dramatically in the first semester. The

case study experience also develops the students' ability to work on a team, lets them test their ideas in front of an audience, and makes their future course work more relevant, Gatlin says.

The course topics are different than those most business and economics majors will encounter. In the fall term students examine theories and ideas presented in short works of fiction and philosophy, the nature of persuasive language, Mill's *Utilitarianism*, and what it means to be a corporate person, among other topics.

During the first four classes of the spring semester students study the relationship of business and the individual, read Studs Terkel and John Lachs, and prepare a report on attitudes towards work based on interviews with employees at different levels of companies. The following four classes are devoted to examining the relationship of business to labor, the government, and ecology. In the final two classes the students try to answer the question, "Is economics the bottom line?", read Tolstoi's *The Death of Ivan Ilych*, and enjoy a faculty debate on profit and economics. A series of evening forums, open to all students, focused in the seminar's first year on such topics as Christian Ethics-Business Ethics: Conflict or Complement; and Dual Career Marriages: Can Women Have it All?

The seminar provides students with knowledge and skills they will need both in the corporate world and in their upper division course work, says Gatlin. "By forcing students to come to terms, early in their academic careers, with value judgments and decisions which will be implied in their later courses, our hope is that the breadth and scope of liberal education will be maintained," Gatlin says. The administration may open the course to nonbusiness and economics majors, as well as forego the existing entrance requirements of a 3.3 to 3.5 grade point average. "Students who think they need economics to get a job could use this course as a way to learn some of the concepts without having to do the major," Gatlin says. Another reason for opening enrollment is that filling the 18 spaces with just economics and business majors, who have few electives, is difficult.

Problems the professors have faced include being too unfamiliar with each other's disciplines to respond well to each other in class. Teaching the course has helped solve this problem. They now need to ensure the students have a better understanding of the principles of economics before taking the course. The freshman economics class does not have enough space to accommodate all interested students, Gatlin says.

Her advice to others interested in starting such a course is to make sure the course is well-promoted. "It's a bit different and students are a bit hesitant," she says. She also warns that the faculty need to be sensitive to the academic background of the students and avoid presuming they know more than they do. *T.A.*

For more information, contact Judith Gatlin, Director of Educational Services, Furman University, Greenville, SC 29613. 803/294-2222.

Gustavus Adolphus College

Department-Written Career Advice

Students at Gustavus Adolphus College have a ready resource for understanding how knowledge and skills gained in their liberal arts courses translate into marketable attributes. *Major Decisions at Gustavus Adolphus College* includes listings of internship placements, alumni career and education histories, and departmental reports of transferable skills in various disciplines. Patricia A. Hamm, director of the Career Development Center, calls the booklet "a tool for building the confidence of liberal arts majors."

Completed in fall 1983, *Major Decisions* was the final project in the college's three-year grant from the Northwest Area Foundation. Grant activities focused on the "career/life planning process"—an approach that includes students' analysis of their desired lifestyles and the values that are important to them personally, according to Hamm. *Major Decisions* contributes to this process by helping students "interpret areas of study."

Hamm emphasizes that *Major Decisions* was a joint project of the career center and the academic departments. She and her staff developed the booklet with four faculty members who had shown an active interest in advising in the past. After writing their own reports, these faculty members helped representatives from other departments prepare advising statements on their disciplines' transferable skills. A faculty committee reviewed each report.

The reports reflect the departments' emphases. The advising statement for the religion department, for example, notes that students "learn how to read texts, both scripture and modern writings about religion....discuss and write about current and past controversial questions...understand and appreciate people who come from non-Western cultures....(and) analyze problems that involve how people feel as well as how they think." Writing and reading help English majors learn how to think and offer "new questions to think about."

A chemistry degree, according to the chemistry department, provides specific skills in data collection, quantitative reasoning, and pattern recognition. These skills help students improve their writing, "feel comfortable in new and unusual situations," and develop critical thinking and problem solving abilities. Political science courses develop skills useful in both public and private life: the "ability to think, solve problems, and deal with others."

In addition to the advising statements, *Major Decisions* also includes the results of the career center's survey of 1960 to 1974 graduates. Department sections list expected and unexpected careers for their majors and detail alumni advice on entry level jobs in their fields. For example, alumni note that art courses are complimented by writing skills, a business background, and layout experience.

Students can also trace the career and education histories of their departments' graduates. One business graduate followed the route of accountant, cost accounting manager, and planning analysis director, while another started as a social worker and is now director of residential services at a state university. "These histories show students that they are not locked into their first jobs forever," says Hamm. "This relieves some of the anxiety about that first job decision."

Hamm views *Major Decisions* as valuable reading for all students. Freshmen unsure of their majors can learn about potential career paths and the skills developed in different courses. Seniors preparing for job interviews review how to discuss their transferable skills and articulate what they have studied. Because of costs Hamm was only able to print copies for the career center and faculty advisers. She hopes to find funding to distribute it free-of-charge to interested students.

Faculty members also find the booklet useful in helping students consider various degree programs and choose courses which compliment their majors. *Major Decisions* also helps admission officers show prospective students what skills liberal arts study develops and how Gustavus Adolphus alumni fare in the job market.

Putting together *Major Decisions* was hard work, says Hamm. She also calls it an "incredible learning experience" that forced faculty to "really think about what they are teaching and what students gain from attending" the college. Hamm advises colleagues interested in preparing similar booklets to first identify respected faculty members who can help develop faculty commitment to the project. *P.B.*

For more information, contact Patricia A. Hamm, Director, Career Development Center, Gustavus Adolphus College, St. Peter, MN 56082. 507/931-7523.

Harvard University, John F. Kennedy School of Government

Historical Techniques

The idea that history is a practical tool for public policy-makers underlies Uses of History for Analysis and Management at the John F. Kennedy School of Government at Harvard University. Developed under a National Endowment for the Humanities grant by Harvard history professors Ernest May and Richard Neustadt, the course is based on a theory propounded in May's book, *"Lessons" of the Past: The Use and Misuse of History in American Foreign Policy*. May contends that policy-makers, influenced by what they believe history teaches, make assumptions without analyzing the component forces of trends and past situations. Such analysis can help policy-makers to better use history, he says

Melanie Billings-Yun (who now teaches the course with Neustadt) explains, "policy-makers use history *anyway*—drawing analogies, looking at the history of an individual," but often use it without thinking, and thus "badly." The course is intended to teach policy-makers to "use history more explicitly, more thoughtfully," and to arrive at policy decisions rooted in broader awareness, she says.

Students use case studies to focus on specific issues. Developed for this course and similar to law or business school cases, these studies are concise treatments of a wide range of topics, ranging from health policy to the Viet Nam war and public figures such as Frances Perkins and Malcolm X.

For example, for a session on Social Security students read a case discussing the historical changes in the Social Security system. The objective, according to Billings-Yun, is to help students see that the problem of Social Security financing is not strictly an economic one, but a composite of human, political, *and* economic factors developed throughout the history of the Social Security system.

Billings-Yun explains that the course emphasizes "techniques" for applying history; "you use historical techniques the same way you use management techniques." Specifically, these techniques are taught in five areas: examining the history of individual persons, the history of issues, and the history of organizations which a policy-maker encounters; the drawing of analogies; and developing perspectives. The perspectives section involves putting events onto a time-line and understanding "trend lines, change points," and national and group histories, says Billings-Yun. She adds that although the course was designed primarily to teach techniques, a "fair dose of history" is included.

About two-thirds of the students who take Uses of History are "mid-career public policy people," while the rest are beginning public policy students, says Billings-Yun. Questionnaires are given to students both entering and leaving the course, and later follow-up interviews have been conducted with graduates in policy positions. Responses to both indicate the course is extremely useful, according to Billings-Yun, who says the utility of the course—how much students think it will actually affect their careers—is rated highly. The cases used in the course also receive high marks for usefulness.

The value of applying history in this manner is not limited to public policy-making, Billings-Yun states, but it has been "resisted in professional schools. History as such is looked upon as a purely academic subject" that is not practical. But Uses of History has been offered at other professional schools as a result of a stipulation in the original NEH grant that a consortium of schools be involved. Thus business, law, and journalism schools and other public policy programs (many serving undergraduates) are using this approach, adapting Kennedy School cases to their own programs.

"We think it's important for everybody," says Billings-Yun. "History broadens the understanding of day-to-day issues, of trend lines and other people's perceptions," she says; history can also be a powerful "advocacy tool." *E.B.*

For more information, contact: Melanie Billings-Yun, 617/495-1390 or Richard Neustadt, 617/495-1196. Harvard University, John F. Kennedy School of Government, 79 Boylston Street, Cambridge, MA 02138.

Saint Olaf College

Introducing Faculty to the Business World

Recognizing that students often depend upon faculty members for initial career information, St. Olaf College administrators have developed a program to increase instructors' effectiveness as career advisers. The Bridges program, which was funded for three years in 1980 by the Northwest Area Foundation, provides faculty members with first-hand information on the business world through paid internships, site visits, and on-campus forums.

To aid in the implementation of these activities, Bridges staff members asked Twin Cities area executives to serve on a corporate advisory committee. Program co-director Thora Phelps discovered that the business executives were eager to join efforts "to help bridge the gap between liberal arts education and private industry." Phelps, a career counselor in the college's Career Services office directs the program with Lee Swan, associate dean for special programs.

In planning program activities, the Bridges staff members initially thought they could rely on the corporate committee to arrange internships through their personal contacts. Although committee members enthusiastically supported the project through advice and attendance at meetings, they were unable to secure internships. Committee members attributed these difficulties to economic conditions and scheduling conflicts between the college and their company. Employers often wanted immediate assistance while faculty members needed to plan their internships a semester in advance.

"We were very naive about the ease with which we could secure placements," says Swan. "We found we needed someone to meet face to face with those individuals who would be supervising interns." Phelps served in this capacity and calls the securement of internships a "long, slow, deliberate process."

Phelps arranged six faculty placements during summers 1981 and 1982. Interns usually worked on special projects; responsibilities included industrial research by a biologist, development of computer programs by a physicist, and administration of a customer survey by a sociologist. "Interns were more like consultants than shadows of other employees," says Phelps.

Upon returning to campus the interns shared their experiences on panels with their employers. Staff members videotaped the first group of interns' discussions and have used an edited tape to publicize Bridges.

While only five faculty members secured internships (one instructor had internships both summers), others benefited from the preliminary preparation, says Swan. Interested faculty learned how to translate their skills and interests into those which would appeal to businesses and prepare functional resumes which focused on skills rather than experience. Instructors also participated in interviews for each opening.

Site visits to area businesses proved a more successful method for involving a larger number of faculty and companies, says Phelps. During each one-day orientation instructors learn about the company and talk individually with employees. On-campus forums for faculty members and business executives have focused on career preparation and the concerns of industry and higher education. Department representatives attend these sessions and share the results with their colleagues.

By breaking down misconceptions each group holds about the other, the on- and off-campus discussions are helping faculty members become better prepared for students' questions about the business world. Phelps is pleased that Bridges has also helped create a favorable climate for integrating career advising with academic advising. As this issue of *Forum* goes to press, she and Swan are drafting a statement on the need to continue these activities; they believe the site visits and forums can be continued without much additional funding.

Swan reports unexpected program benefits in the area of faculty development. Noting that everyone needs to feel that they have options, Swan says the program shows faculty that they could succeed in the business world if they wanted to. Additionally, efforts such as Bridges allow faculty to explore alternative careers without labeling themselves as job seekers. *P.B.*

For more information, contact Thora Phelps, Career Counselor, 507/663-3268, or Lee Swan, Associate Dean for Special Programs, 507/663-3006. St. Olaf College, Northfield, MN 55057.

San Francisco State University

Internship Opportunities for Liberal Arts Majors

The School of Humanities at San Francisco State University offers a variety of internships and courses "to aid the liberal arts majors in making the transition from college to career," says Nancy McDermid, dean of the School of Humanities. Students from different liberal arts disciplines may receive credit for participating in an eight-hour-a-week humanities internship beginning in spring 1984, or in the student-run Center for Institutional Change internship program. The latter is a more involved program with weekly seminars and emphasis on communication and interpersonal skills development.

Faculty members and administrators in the foreign languages, classics, speech, creative writing, and English departments wanted their students to have the opportunity to learn how their liberal arts skills are useful to business and how to direct their liberal arts education towards a career, says Jane Gurko, associate dean in the School of Humanities. To save money and ensure a sizable group of interested students, the department faculty members together formed the Humanities Internship Program, under the direction of Bernice Biggs, professor of English. To sponsor an intern, an organization must be looking for students with good research, communication, and logical thinking skills, says Gurko. A salary is not required and most will not be paid. Any student may participate who has completed the sophomore writing requirement, including non-liberal arts majors who have these skills, says Gurko.

The 30 students Biggs expects to enroll for spring 1984 will be required to attend three seminars and hand in journal entries. Biggs will discuss with the students what they can expect from the internships and any problems they may be facing during the seminars. Available internships include working for a local television station that broadcasts in Italian, writing and research for the Academy of Science, helping with mailings and research for the American Civil Liberties Union, and recruiting students for a summer program for gifted children. To find internships suitable for humanities students, Biggs called local organizations and asked professors to talk with their contacts.

The Women's Studies department decided to run their own internship program, since an internship is required of their majors. Seniors work for 90 hours during the semester in community organizations dealing with women's issues and attend biweekly seminars to discuss their perceptions of their organizations and how to apply what they read to their work. All humanities students may supplement their field work with a course on how to develop a portfolio representing their field experience, as well as courses on teaching reading and English As A Second Language. The school also offers a minor in career and technical writing.

In the Center for Institutional Change program, groups of up to 16 liberal and non-liberal arts majors intern in agencies providing service to abused children, drug abusers, and adults in the legal system, among others. Gilbert Robinson, professor of English, designed the program in 1973, to help mainly juniors and seniors learn how to work with others, express themselves, and understand how organizations function. He believes that as the culture becomes more "information rich" the role of the university should move from giving information to "conveying certain kinds of skills and values," and close faculty/student and peer relationships should be a by-product of this experience.

Students run the program and teach an optional four-credit peer counseling course, which focuses on how to give and receive feedback or advice. The interns are supervised by a student who works with them. The interns and supervisor hold weekly seminars to discuss their journal keeping, problems that have arisen, and the direction of their work. The supervisors meet weekly with a student staff member to discuss supervisory skills, grading and evaluation, and how to answer the students' questions. Robinson says "the way we supervise the students practically guarantees that they'll get good results from the interns." The program's good reputation has made finding internship placements "a snap," he says. Students fairly often take paid jobs in the agencies after their internships, adds Robinson.

Faculty and administrators have been reluctant to accept the program, Robinson says. He is organizing a community board and will use their opinions as leverage with the administration. The students are already willing spokespersons for the program. Lisa Braski, a student staff member, says the program helps her as a theater major because "theater is the combination of working with everybody and this teaches me how I work best with people, and how to communicate to get my ideas across." *T.A.*

For more information, contact Nancy McDermid, Dean, School of Humanities, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132. 415/469-1541.

Vassar College

Summer Investments

In summer 1983 juniors majoring in the liberal arts at Vassar College studied business theory intensively for four weeks then interned with businesses across the country for the remainder of the summer. Ronald Lambert, former executive director of the Center for Career Development and Field Work and now director of corporate development for the National Symphony Orchestra, designed the program to show both students and the business world that a liberal arts education is valuable preparation for a business career.

In the beginning of the summer the 17 students participated in noncredit courses, self-assessment and job hunting workshops, and evening lectures by business executives. Some of the program's $10,000 National Endowment for the Humanities grant provided financial aid to students who could not afford the $575 tuition fee. The administration expects to locate the funds and personnel to continue the program in summer 1984.

Each course met five days a week. Students took two courses during the first two weeks and two different ones in the last two weeks. Foundations of Business examined such topics as structure and function of businesses, production, negotiation, competition, finance, and bidding analysis. Management Infor-

mation Systems began by defining the terms in the title of the course and went on to analyze theories of leadership, the planning and organization of management, computers, and future trends in data processing. In Organizational Management students learned about the history of management, characteristics of a successful manager, human behavior and motivation theory, and quality circles. The marketing class discussed assessing your market and specifying, pricing, distributing, and promoting your product.

The faculty included two managers from the local IBM plant and two Vassar alumni who were teaching at prominent business schools but had corporate experience. Robert DeMaria, an associate professor of English who is writing a report on the program, said the one excellent teacher encouraged the students and appreciated the business-related skills they had already developed. At the worst moments in other classes, DeMaria says, "the professors treated the students like pampered kids who didn't know anything."

Finding interesting, paid internships was surprisingly time-consuming, Lambert says. Originally he had assumed the students would share the responsibilty, but the students lacked the necessary contacts. The president of Vassar helped by sending letters to her pool of corporate contacts, and the vice president hosted a reception for local business leaders at her home. Students frequently interned with alumni and worked in such areas as marketing assessment for Merrill Lynch Realty Associates; planning and organization for Chemical Bank's Metropolitan Division; marketing research for Saloman Brothers in New York City; and marketing films for Teleculture; among others. Although some volunteered, most students earned approximately $200 a week.

Many students found the internship the most effective part of the program, DeMaria says. Working in a corporation was more of a culture shock for the six humanities students than for the others, who were mostly economics and psychology majors. The most successful internships were those that the supervisor planned carefully and ones in which the environment differed greatly from the classroom environment. Banking work turned out to use a variety of skills that students need in their regular courses, DeMaria says.

The benefits of the program included discovering the value of liberal arts skills, particularly writing, in businesses, says DeMaria. When the supervisors discovered students could write, they generally gave them more interesting responsibilities. DeMaria also found that strong reading skills help in analyzing advertising, and humanities seminar discussions resemble corporate conferences. The program helped the college by relieving the economics faculty of pressure they were feeling to include more pragmatic, business-oriented materials in their courses.

Lambert expects more students would have participated in the program if he could have promised them good internships earlier in the semester. He advices others interested in starting such a program to give yourself a year's lead time and to involve your board members, alumni, and corporate contacts in the program planning. *T.A.*

For more information, contact Robert DeMaria, Associate Professor of English, Vassar College, Poughkeepsie, NY 12601. 914/452-7000.

Warren Wilson College

Career Counseling From All Sides

Students at Warren Wilson College develop career-related skills throughout their four years in activities sponsored by individual academic departments and the Life/Work Counseling Center, an on-campus, required work program, says Pam Dickson-White, center director. Her goal is to coordinate these activities and encourage students' awareness of their interests, skills, and career options; and increase faculty and staff members' awareness of career development.

White wants students to realize that career preparation is a long process that begins in the freshman year, and does not mean choosing only salable majors. She meets with freshman peer groups which are formed during freshman orientation and are supervised by two upper division resident assistants. These groups meet regularly during the first semester to discuss adjusting to college life and "to develop decision-making and goal-setting skills," she says. The groups are particularly successful, White says, when she has spent four or five days training the student supervisors and given them specific activities to consider offering.

White attends freshman writing classes to discuss the results of the Myers Briggs Personality Type Inventory test she administers in the beginning of the semester. She also introduces freshmen to the Life/Work Counseling Center and to her paper on the three stages of career development: self-assessment, assessing career options, and integrating knowledge gained in the first two stages. She emphasizes to the freshmen that liberal arts students learn valuable communication, research, and people skills and will benefit from their degrees in the long-run. To make finding their first jobs easier, she advises liberal arts students to get as many different experiences in college as possible, such as internships, and to choose their on-campus and summer jobs carefully.

The Life/Work Counseling Center's one credit-course, College Planning and Decision Making, is offered twice during the year and attracts a total of 20 to 25 students. In the course White teaches basic skills involved in the three stages of career development and discusses the importance of transferable skills for liberal arts students. For their final paper students develop a personal career strategy.

All students who live on campus are required to work 15 hours a week in a college job, in exchange for room and board. The tradition began when the college first opened in 1894 as a farm school. Administrators have continued the program to help students financially and to teach "organizational skills, techniques, and satisfaction that can be gained through the cooperative effort of students and staff in maintaining the college," according to the program catalog. The work program staff assigns students one of their five choices and gives seniors priority. Most students get a job they like by their sophomore year, White says. Staff supervisors train the students, advise them on career goals, and occasionally call White for more information on how to guide the students. The jobs, which range from janitorial services to writing and teaching, do not necessarily give students experience in their field, but they do teach skills important to any job, such as punctuality and getting along with others, White says.

The academic departments often have internship programs for their students and faculty members serve as informal career advisers, says White. The faculty will also tailor students' resumes for a particular field after the students have attended one of White's hour-long resume writing workshops, which are offered eight to ten times a year. Local professionals help students by participating in the career lecture series, talking with students individually about their fields, and sponsoring student interns for three to five days or for an eight-week term. White gathered the names of more than 100 professionals willing to help students by mailing between 500 and 800 request-for-assistance letters to local businesses.

Since beginning the center in 1979, White has seen the college community's awareness of career development increase dramatically. Over the years she has also discovered that students respond best to short, one-day seminars or to a credit course, due to their heavy schedules. She also has found that

freshmen are not ready for concrete, career development information, and benefit more from general values and decision making counseling. *T.A.*

For more information, contact Pam Dickson-White, Director, Life/Work Counseling Center, Warren Wilson College, Swannanoa, NC 28778. 704/298-3325.

Wellesley College

Business Basics for the Liberally-Educated

Wellesley's Center for Women's Careers has "a long history of preparing our liberal arts students and graduates for work after college," says Barbara Lazarus, center director. Preparation efforts include career counseling, internships, and alumnae contact through the Women in Action career exploration series, in which professional women discuss their fields and experiences with students. A new activity, Management Basics: A Business Program for Women, is being launched in January 1984, and combines career exploration with the study of fundamental business principles.

Management Basics is designed specifically to help women acquire basic knowledge of the corporate structure and management functions, in order to make informed career choices and apply their liberal education to the business world.

The three-week noncredit program consists of three modules, each featuring guest speakers and Wellesley faculty members. The Role of Business in the Economy covers business organization and function, growth and planning. Introduction to Business Areas and Skills deals with concepts of marketing, organizational behavior, and accounting; instructors discuss the role of computers and include hands-on microcomputer training. The third module, Career/Life Planning, covers practical job-search techniques, personal issues, and career goals.

Management Basics is open to Wellesley undergraduates, alumnae, and other women in the community. The resulting diversity of ages and experiences adds a valuable dimension, according to Pat Murray, program manager. This mixture has worked well in previous center workshops, she says, because "both groups have things to offer each other...older women look at the students and their job anxieties," and younger participants are exposed to the problems of women re-entering the workforce. Participants' educational backgrounds vary as well; applicants for the pilot session ranged from the economics-oriented to art and English majors, some with firm business career plans and others with an interest in exploring business options for the first time.

Center staff developed the program as a response to increasing student anxiety about finding jobs and to a perception that students lacked adequate time to explore career options and preferences in order to become "educated job-seekers," explains Murray. "The program is an attempt to make them more sophisticated, to give them a bit of an edge," says Murray, who hopes the benefits of the course will come through in a student's approach to the business job market. She adds that a benefit to some participants may be the discovery that they do *not* want to pursue business careers, after being exposed to what business actually involves. Learning "what the possibilities are" can help students decide realistically what to pursue, she says,

Thus Management Basics aims to "bridge the gap" between liberal arts and the business world. Can that gap be closed in only three weeks? Obviously only partially, says Murray, but the intention is not to turn liberal arts students into accountants in three weeks. Rather, the course provides an introduction to business and to "functional skills, not necessarily finished job skills," Murray explains.

In addition, the program should help participants realize how applicable their liberal arts background can be in the business realm. The program "will be encouraging students all along to see their liberal education as a benefit," and to recognize that they have already gained "skills that are going to be very valuable in the business world—leadership skills, communication skills, and other kinds of skills," says Murray. *E.B.*

For more information, contact: Pat Murray, Center for Women's Careers, Wellesley College, Wellesley, MA 02181. 617/235-0320, extension 2352.

RESOURCES

Alexander, Judd H. "Education for Business: A Reassessment." *The Wall Street Journal*, February 2, 1981, Section 1, p. 16.

The senior vice president for public affairs at American Can Company tells of his company's college recruiting policy, recently revised to include a successful "general associates" program for high-achiever liberal arts graduates. MBAs and other business-educated specialists are still necessary, says Alexander, both in entry-level and executive positions, but may be trained for too narrow a function. He argues that the broader perspective of a liberally-educated generalist serves a company's short and long-term goals, and should not be overlooked.

Association of American Colleges. Proceedings of the AAC/NEH Conference on Humanities and Careers in Business. Washington, D.C.: AAC, 1983.

In April 1983 ACC and the National Endowment for the Humanities sponsored an invitational conference on humanities and careers in business for 60 business and academic leaders. Two broad recommendations emerged from their discussions: 1) businesses should examine their hiring practices so that support for the liberal arts is more than rhetoric from the executive suite. Companies should hire specialists only when expertise is essential. 2) Excellence in the humanities should be a top priority for colleges and universities. Faculty members should teach their courses without faddish "relevance" to business. At the same time, academics must recognize that colleges should support the knowledge and skills developed through humanities study with a wide range of services and courses that will help students begin successful careers. The proceedings and background papers are available free-of-charge from the Publications Desk, AAC, 1818 R St., N.W., Washington, D.C. 20009.

Bisconti, Ann Stouffer. *College and Other Stepping Stones—A Study of Learning Experiences that Contribute to Effective Performance in Early and Long-Run Jobs*. Bethlehem, PA: The College Placement Council Foundation, 1980.

This book describes and analyzes the results of the author's study of the contribution of college education to job performance. Bisconti's comparative study of mid-sixties and mid-seventies college graduates examined college education "in the context of other learning experiences...before and after" college, as part of the continuous process of learning. Among the factors discussed are: the development of college-acquired skills and knowledge over time; relative contributions of college, work, practical, and other experiences to job activities; hiring considerations (based on employer responses); and "reflections from hindsight" about recommended career-preparation. In conclusion, Bisconti looks at the roles of institutions, of students, and of employers regarding the college/job connection.

Brown, Peggy, ed. *The Forum for Liberal Education*, Washington, D.C.: Association of American Colleges, May/June 1982.

The May/June 1982 issue of *Forum* looks at Liberal Learning and Professional Programs and the problems and rewards directors of professional programs face when trying to give their students a taste of the liberal arts. The three essayists argue for integrating liberal education in business schools and engineering departments, and share ap-

proaches for doing so that are valuable to all administrators. The featured schools include The University of Kansas, Massachusetts College of Pharmacy and Allied Health Sciences, Colorado School of Mines, George Washington University, and Worcester Polytechnic Institute. Individual copies are available for $2 from *Forum*, AAC, 1818 R St., N.W., Washington, D.C. 20009.

Chickering, Arthur W. "Integrating Liberal Education, Work, and Human Development." *AAHE Bulletin* 33 (March 1981): pp. 1-16.

Chickering examines the relationship of liberal learning to preparation for work. He first compares Cardinal J. H. Newman's definition of a liberal education and its objectives with George Klemp's career research, concluding that liberal education and work preparation are inseparable and should be integrated. Chickering then presents Jane Loevinger's ego development principles as "useful frameworks" for educators and students. In conclusion, he asserts that the developments involved in all three areas (education, work, and ego) are inextricably linked, and can be facilitated by understanding and applying "frameworks" such as Loevinger's.

Fenwick, Dorothy C., ed. *Directory of Campus-Business Linkages – Education and Business Prospering Together*. New York: ACE/Macmillan, 1983.

This directory contains 290 listings of cooperative programs developed by colleges/universities and businesses, such as internships, training, career-orientation, and work experience projects. Each entry includes company and institutional contacts (with address and telephone number), program description and objectives, and details about duration, participation, and costs. Also included are case studies of several exemplary programs, to provide more in-depth information and ideas for schools developing similar plans.

Mohrman, Kathryn, ed. *Liberal Learning and Careers Series*, Washington, D.C.: Association of American Colleges, 1983.

The Liberal Learning and Career Series helps faculty members counsel liberal arts students on career planning, shows administrators new ways of working with businesses, and gives liberal arts students statistics and ideas for getting a job in business. *Consider Your Options: Business Opportunities for Liberal Arts Students* surveys college recruiters' hiring practices, profiles liberal arts graduates who work in business, and offers job search techniques. *The Liberal Learning and Careers Conference Report* recaps AAC's series of regional conferences for business and education representatives interested in working together to meet the needs of liberal arts students. *New Links Between General Education and Business Careers* presents a documented argument for pursuing a liberal arts education: the author discovered that there is a great deal of consistency between the skills executives want in their employees and the skills liberal arts students are taught. Two additional series monographs are *Faculty Roles in Career Advising of Liberal Arts Students* and *Building Bridges Between Business and Campus*. Cost for the complete series is $15 (prepaid); each monograph is also sold separately. Available from AAC, Box FLLC, 1818 R St., N.W., Washington, D.C. 20009.

Mohrman, Kathryn, guest editor. *The Forum for Liberal Education*, Washington, D.C.: Association of American Colleges, November 1980.

This issue of *Forum* focuses on programs helping students achieve career goals while pursuing a liberal arts education. In the lead essay, "Liberal Education? You've Gotta Be Kidding!" John Munschauer raises questions about the real value of liberal arts education in the working world. Featured articles include the University of Iowa, University of Cincinatti, Foothill-DeAnza Community College District, and Duke University, among others. The resources differ from entries in this issue. Individual copies are available for $2 from *Forum*, AAC, 1818 R St., N.W., Washington, D.C. 20009.

Rehnke, Mary Ann F., ed. *Liberal Learning and Career Preparation*. American Association for Higher Education Series "Current Issues in Education," no. 2. Washington, D.C.: AAHE, 1983

This collection of articles address the needs of college and university administrators attempting to integrate career and liberal arts education. The series includes discussions of the economy, approaches to campus and curricular preparation, and career advising. The issue ends with a section describing six college career preparation programs and an ERIC bibliography. In her introductory article, Mary Ann Rehnke examines the history of liberal arts and career preparation and discusses national programs addressing current issues. She concludes that to ensure long-lasting results, a career preparation program must be comprehensive and go beyond the walls of the career development center. The series also includes two articles first published in AAC publications: H. Bradley Sagen's "Careers, Competencies, and Liberal Education" appeared in the summer 1979 issue of *Liberal Education* and David Hiley's "Career Advising for Liberal Arts Students: Faculty Roles" is excerpted from AAC's Liberal Learning and Career Series, described above. Available from AAHE, 1 Dupont Circle, Suite 600, Washington, D.C. 20036. 202/293-6440. Cost: $4.

Rice, R. Eugene. "Strategies for Relating Career Preparation and Liberal Learning," St. Paul, Minnesota: A Northwest Area Foundation Report (1983).

This report describes and evaluates eleven projects funded by a Northwest Area Foundation grant series, "Balancing Career Preparation and Liberal Learning," designed to encourage institutions to address the career-versus-liberal arts dilemma. Rice discusses the various strategies developed by grantees: career advising; nonacademic experiential learning; curriculum development; development of career-related liberal arts skills; improving career preparation resources; and non-traditional options. Included is a list of the projects, contact persons, project descriptions, and project directors' comments.

Solmon, Lewis C. "The Humanist as Business Executive: Wishful Thinking?" *Educational Record* 64 (Winter 1983): pp. 32-37.

Focusing on the graduate level, Solmon maintains that study in a liberal arts field is *not* the way to prepare for a career in business. Several factors contribute to the false idea, in Solmon's view, that a humanities Ph.D. leads to corporate success. These include overblown publicity about "exceptional" humanities Ph.D.s who *have* succeeded, incorrect assumptions that the trend of business success for liberal arts B.A.s includes graduate degree holders, arguments that skills developed in the humanities translate to business, and even "charitable" corporate hiring of Ph.D.s unable to find work in academia. Solmon refutes these and other assumptions to support his firm view.

Ware, Mark. "Providing Perspectives and Skills for Career Selection." Paper presented at the Annual Convention of the American Psychological Association, August 1981.

Ware describes a career development course for psychology undergraduates. Students are encouraged to examine personal career goals and learn practical skills for attaining them. The course focuses on career opportunities, graduate pursuits, and practical job search skills. Ware evaluates student responses.

Winter, David G., David C. McClelland, and Abigail H. Stewart. *A New Case for the Liberal Arts*. San Francisco: Jossey-Bass, 1981.

The three psychologist-authors of this book contend that research-based educational policy and planning are the best defense against attacks on the value of liberal arts. Having developed measures of "personal qualities and life outcomes," they put forth their evaluative study of the effectiveness of a liberal arts education. In clarifying and analyzing the results, the authors discuss long-term impact of liberal learning, effects of different educational and environmental elements, comparative data, and policy implications.

The Bard College Workshop on Language and Thinking for freshmen was featured in the November/December 1983 issue of *Forum* on AAC's Project Lodestar. A report of the workshop's current activities is included in the December 1983/January 1984 issue of *Update*, AAC's membership newsletter.